Teacher Evaluation of Auditory Performance (TEAP)

Please rate this child's behaviour compared to other children of similar age and background.

SECTION A.
RESPONSE CHOICES

<table>
<thead>
<tr>
<th>Response Choices</th>
<th>Scoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>less difficulty ........................................ +1</td>
<td></td>
</tr>
<tr>
<td>same amount of difficulty .............................. 0</td>
<td></td>
</tr>
<tr>
<td>slightly more difficulty ............................ -1</td>
<td></td>
</tr>
<tr>
<td>more difficulty ........................................ -2</td>
<td></td>
</tr>
<tr>
<td>considerably more difficulty .......................... -3</td>
<td></td>
</tr>
<tr>
<td>significantly more difficulty ........................ -4</td>
<td></td>
</tr>
<tr>
<td>cannot function at all ................................. -5</td>
<td></td>
</tr>
</tbody>
</table>

Scoring:
For Questions B1-B6, score Yes as 0, score No as 1. Add the scores for Questions A1-A4 to the scores for Questions B1-B6.
Total scores of 6 and above indicate average or better ability. Scores below 6 are suggestive of listening difficulties.

A1. If listening in a room where there is background noise such as others talking, children playing etc., this child has difficulty hearing and understanding ................................ +1 -1 -2 -3 -4 -5
A2. If listening in a quiet room (others may be present, but are being quiet), this child has difficulty hearing and understanding .................................................. +1 -1 -2 -3 -4 -5
A3. When listening in ideal conditions (quiet room, no distractions, face-to-face, good eye contact) this child has difficulty hearing and understanding .................................................. +1 -1 -2 -3 -4 -5
A4. This child has difficulty following multistage oral instructions .................................................. +1 -1 -2 -3 -4 -5

SECTION B. Please circle YES or NO

B1. This child appears to have trouble picking up new spoken information and may require several repetitions in order to understand the material ................................................. YES / NO
B2. This child frequently requires visual cues to help understand the curriculum, in addition to auditory information ................................................................. YES / NO
B3. This child has difficulty recalling auditory information, compared to other children ................................................................. YES / NO
B4. The child displays difficulty formulating or generating expressive language, and/or displays inappropriate use of language ................................................................. YES / NO

If YES, please explain:

B5. The child displays language problems (evidenced in the usage of inappropriate "wh" questions, pronouns, word order, possessiveness, verb tenses) ............................................. YES / NO
If YES, please explain:

B6. The child displays problems with articulation (phonology) consisting of substitutions, distortions, or omissions of sounds in words (especially when producing words that sound similar) ........................ YES / NO
If YES, please explain:

Appendix 3: New Zealand Guidelines on Auditory Processing Disorder